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ABSTRACT

This paper describes a minority leadership program, developed at Portland State University, Oregon, that is designed to increase the retention rate of minority and other underrepresented college students by helping them to adjust to the social and academic climate of the university. The program utilizes minority students who have successfully adapted to the campus system, who have developed unique strategies for coping with the university environment, who have developed their own networks of support, and who have begun to develop a unique set of leadership skills that may be shared with lower division students. The paper discusses the program's goals and objectives and presents the various activities that are designed to achieve them. Next, the employment position of "student guide" is described, including the duties, qualifications, specific responsibilities, and limitations. This is followed by a job outline for a student coordinator and co-coordinator. In addition, a questionnaire is included that is given to candidates of these mentoring positions, as well as training session outlines for co-coordinators and student guides. Finally, suggested activities are listed that are meant to act as a means to better acquaint the freshman with the mentor and the campus. (GLR)

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THE PORTLAND STATE UNIVERSITY MENTORING PROGRAM FOR FRESHMEN

aka

"PSU MINORITY LEADERSHIP PROGRAM" (MLP)

HE 025 019

PRESENTED BY:

DR. BRENDA J. GREEN

PORTLAND STATE UNIVERSITY

OCTOBER 8, 1991

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"PSU MINORITY LEADERSHIP PROGRAM" (MLP)
PRESENTATION OUTLINE
OCTOBER 8, 1991

I. BACKGROUND

- IDEA
- PSU DEMOGRAPHICS

II. PILOT

- THE STUDENT AFFAIRS MANAGEMENT TEAM

III. PROPOSAL

- APPROVAL PROCESS
- START UP - BROCHURES/BUTTONS (PARTY IN THE PARK)

IV. SELECTION PROCESS

- CO - COORDINATORS
- STUDENT GUIDES - PACKET

V. TRAINING SESSIONS

- CO-COORDINATORS - HANDOUT
- STUDENT GUIDES - HANDOUT

VI. FACULTY AWARENESS (MENTORS)

VII. COMMUNITY AWARENESS (MENTORS)

VIII. ISSUES

- RESOURCES (PROGRAM & FINANCIAL)
- ACADEMIC SUCCESS
- SOCIAL LIFE

"PSU MINORITY LEADERSHIP PROGRAM" (MLP)
PRESENTATION OUTLINE
OCTOBER 8, 1991

IX. PLANNING ACTIVITIES

- STUDENT GUIDES (OTHER UPPER CLASS STUDENTS)
- MENTOREES
- FACULTY FEEDBACK
- KEY ACTIVITIES EACH MONTH
- FAMILY INVOLVEMENT (SPOUSE, PARENT/GUARDIAN, CHILDREN)

X. HEADACHES

- SPACE
- TIME (ONE ON ONE)
- CONTINUATION OF FUNDING

XI. DISCUSSION/QUESTIONS

- INCENTIVES FOR STUDENTS, FACULTY, ADMINISTRATORS, FAMILY AND COMMUNITY LEADERS
- APPROPRIATE TRAINING TOPICS
- MULTIPLE LEVELS OF MENTORING (MORE THAN ONE)
- OVERWHELMING THE STUDENT

APPLICATION

FOR STUDENT EMPLOYMENT
OFFICE OF STUDENT AFFAIRS

MINORITY LEADERSHIP PROGRAM (ML P)

POSITION- STUDENT GUIDE

SH 204 - 725 4774

Please see Program summary and objectives before comp1eting this app1ication

Name _____

Address _____ City _____ State_____

Zip_____ Phone (Home)_____ (Campus) _____

Academic Status - So Jr Sr GR Credits this term _____

Hours able to work _____

Work Experience:

_____

_____

_____

Computer experience?

_____

_____

How did you learn about this position?

Please write a personal statement. "Why do you want to be an UMLP Student Guide"? (100 words or more) Use reverse if needed.

"PSU MINORITY LEADERSHIP PROGRAM" (MLP)
OCTOBER 8, 1991

PSU Minority Leadership Program

While Portland State University (PSU) has succeeded in increasing the number of new students coming to campus from traditionally underrepresented groups, the number of support programs available to promote the leadership, social and academic adjustment and success of these students has been limited. The amount of time and resources dedicated to supporting student leadership development for minority students is not addressed. As a result, many incoming freshmen students from culturally diverse backgrounds have limited opportunities for leadership development, and feel alienated from the university community and uncomfortable accessing social and academic support services. This has resulted in many minority students dropping out of the university and even discouraging others in their community from attending.

PSU has begun to address these concerns through the Minority Leadership Program (MLP), based upon a role-model/mentoring design, utilizing successful upper division minority students leaders. These minority students who have successfully adapted to the campus system have developed unique strategies for coping with the university environment, have developed their own networks of support, learned to access the most learner friendly individuals and services available on campus and in the community, and have begun to develop a unique set of leadership skills that may be shared with lower division students. The program also provides opportunities for these upper division students to further develop their leadership skills and their abilities to serve lower division minority students as mentors. This program supported by the services already provided by the Educational Opportunities Program (EOP) and Educational Advancement Program (EAP), the MLP will train five (5) upper division minority students to function as Student Guides for five groups of ten incoming freshmen from traditionally underrepresented backgrounds. Due to the limited funds currently available to PSU and the increasing numbers of incoming minority

students, this program will not duplicate existing support programs on campus but rather provide an environment so that Freshmen will learn how to access those services.

The goals of the program are:

1. To facilitate incoming minority freshmen interacting with community networks which will enhance leadership development.

2. To facilitate incoming minority freshmen communicating with the broader campus community to enhance their social and academic adjustment to PSU.

3. To promote the interaction between successful minority upper division students and incoming minority freshmen which will enhance leadership, personal, social and academic development.

4. To promote the interaction between parents or guardians and incoming minority freshmen in regard to succeeding in the college environment.

A number of different outcomes will result from the MLP.

The program objectives are:

1. At least five (5) upper division minority students will receive training in leadership development and interpersonal communication skills each quarter. The training will enhance their leadership, personal and academic development in general and assist them in working effectively with incoming minority freshmen as Student Guides.

2. At least 20 parents or guardians of incoming minority freshmen will participate in workshops and receive information which will develop effective inter- and intra-family communication skills and encourage family support for students to be leaders.

3. At least 50 freshmen from traditionally underrepresented groups will receive information about and assistance in accessing an array of student support services.

4. At least 25 freshmen from traditionally underrepresented groups will participate in workshops and interaction sessions with upper division Student Guides as role-models on an ongoing basis through out the quarter.

In order to achieve these goals and objectives, the following activities will be implemented:

1. Training for the Student Guides will include: building rapport, problem solving techniques, conflict resolution, facilitating meetings, scheduling, time management, accessing assistance and resources, appreciating diversity, communication techniques, etc.

2. Student Guides will meet weekly with Freshmen participants for the first month of MLP. Contact will continue on a scheduled basis based upon student class schedules, but not less than twice a month thereafter.

3. At least two social activities will be held for MLP participants and the broader student body which will focus on surviving in today's changing college/social world.

4. At least two parent/guardian workshops will be held during the first month of the quarter for parents of MLP students. These workshops will include: coping with students who are learning to be leaders, accessing assistance and PSU resources, communication techniques, etc.

5. At least two community organization/agency workshops will be held during the quarter for MLP students and Student Guides. These workshops will be selected based upon need areas identified by MLP participants, and will provide a forum for community organizations to highlight their services and resources as well as provide training in techniques for leaders who are interacting with service organizations most effectively.

"PSU MINORITY LEADERSHIP PROGRAM" (MLP)
OCTOBER 8, 1991

STUDENT GUIDE

JOB EXPLANATION AND GENERAL OFFICE POLICY

OFFICE POLICY

-Regular work hours are required. Because student guide's schedules change each term, changes are allowed. Supervisor must be notified.

-Appearance must be neat, dress casually.
-Respect all supervisors, co-workers and office visitors.
-There will be one weekly follow up of for weekly progress

JOB DESCRIPTION AS ANNOUNCED

DUTIES

Academic monitoring of Freshman students. Assisting freshmen in obtaining tutoring and completing class assignments. Assuring that Freshman students are familiar with PSU's services and facilities. Regular meetings with graduate Student Coordinator, faculty and administrators. Completing reports regarding students who are being mentored, and participating in workshops related to human development of college students.

QUALIFICATIONS

Strong interest in assisting Freshman students succeed at PSU. Familiarity with variety of ethnic cultures. Strong interest in assisting the underrepresented ethnic minorities in succeeding at PSU. Ability to interact with students, faculty and community leaders. Familiarity with PSU services and facilities. Good organizational skills. Typing skills will be considered helpful.

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"PSU MINORITY LEADERSHIP PROGRAM" (MLP)
OCTOBER 8, 1991

STUDENT GUIDE

SPECIFIC RESPONSIBILITIES:

1. Each student guide will be assigned at least ten (10) students and will develop a schedule of weekly meetings with each of their students for the first month of the academic year.

2. Thereafter Guides are responsible for meeting with their students depending on the needs, comfort and progress of the student.

3. Guides are role models and are expected to set an example for being a successful student. Maintain positive attitude and neat dress.

4. Guides are expected to encourage students to stay in school.

5. Guides will gather and facilitate information concerning PSU educational system.

6. Guides are responsible for attending weekly meetings with program coordinator, and sharing Freshman concerns

7. Guides are also expected to participate in the recruitment of minority Freshmen for the Student Guide program.

LIMITATIONS

1. A Student Guide is not a counselor.
2. A Student Guide is not a career advisor.
3. A Student Guide is not an academic advisor.
4. Keep in mind that it is ok not to know all the answers.
5. Remember that no information is better than misinformation.
6. Remember to refer to your resources if you are unsure about something.

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"PSU MINORITY LEADERSHIP PROGRAM" (MLP)
OCTOBER 8, 1991

Job Outline
Student Coordinator & Co-Coordinator

Task outline for Student Coordinator/Supervisor of Student Guides for the PSU Minority Leadership Program (MLP).

You will be expected to work 20 or assigned hours a week at a rate of $7.50 an hour. Your primary responsibilities will include:

- being the immediate supervisor of the student guides,
- organizing the student guides' weekly meetings and presiding over those meetings.
- being responsible for the recruitment process of obtaining minority Freshman.
- coordinate and cooperate with other OSA units to assure that program needs and operations are identified and addressed.
- taking notes at meetings related to the Minority Leadership Program as a matter of record.
- organizing social functions when appropriate for freshman, guides, PSU community people and PSU staff.
- maintain records about issues that freshman students may need resolve.
- responsible for monthly reports
- attendance at weekly meetings with Project Director

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Job Outline
Student Coordinator & Co-Coordinator

Primary Responsibilities cont'd:

- work closely with the Student Management Assistant to assure that the office operations for the MMP is being carried out effectively and efficiently; and

- Other duties that may be assigned by the Project Director.

"PSU MINORITY LEADERSHIP PROGRAM" (MLP)
OCTOBER 8, 1991

STUDENT GUIDE QUESTIONS

(GRADUATE/UNDERGRADUATE)

NAME OF CANDIDATE : _____

NAME OF INTERVIEWER: _____

QUESTIONS :

1. WHY ARE YOU INTERESTED IN THE MINORITY LEADERSHIP PROGRAM?

2. DESCRIBE WHAT LEADERSHIP MEANS TO YOU.

3. WHAT IS THE MOST IMPORTANT THING YOU FEEL YOU CAN DO FOR STUDENTS AT PSU?

4. DESCRIBE YOUR WORK ETHICS.

"PSU MINORITY LEADERSHIP PROGRAM" (MLP)
OCTOBER 8, 1991

STUDENT GUIDE QUESTIONS

(GRADUATE/UNDERGRADUATE)

5. DESCRIBE WHAT YOU CONSIDER A GOOD SUPERVISOR.

6. IN YOUR PERSPECTIVE, WHAT ARE SOME OF THE PROBLEMS YOU THINK FACE PSU MINORITY FRESHMEN?

7. WHAT HOURS ARE YOU AVAILABLE TO WORK THIS TERM?

8. WHAT WOULD YOU HOPE TO GAIN FROM THE "MLP"? IF YOU ARE UNSURE AT THIS TIME, DO YOU THINK YOU CAN DEVELOP A GOAL DURING YOUR PARTICIPATION IN THE PROGRAM?

9. DEFINE CULTURAL DIVERSITY. (EXPLAIN WHAT IT MEANS TO YOU AND WHAT IT MAY MEAN TO OTHERS).

"PSU MINORITY LEADERSHIP PROGRAM" (MLP)
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TRAINING SESSIONS FOR CO-COORDINATORS

- JOB RESPONSIBILITIES
- GOALS
- BECOMING CULTURAL SENSITIVE
  - WILLINGNESS
  - ASKING QUESTIONS
  - PARTICIPATING WITH VARIETY OF ACTIVITIES
- EVALUATION OF STUDENT GUIDES
- PLANNING SKILLS
  - OUTLINING
  - EVALUATION
  - CONDUCTING MEETINGS
  - CRITICAL FEEDBACK
  - TIME MANAGEMENT
- MEETING COMMUNITY LEADERS
- MEETING PARENTS, GUARDIANS, AND/OR SPOUSES

"PSU MINORITY LEADERSHIP PROGRAM" (MLP)
OCTOBER 8, 1991

TRAINING SESSIONS FOR STUDENT GUIDES

- JOB RESPONSIBILITIES
  - RESOURCES
  - PLANNING TIME
- GOALS
- BECOMING CULTURAL SENSITIVE
  - WILLINGNESS
  - ASKING QUESTIONS
  - PARTICIPATING WITH VARIETY OF ACTIVITIES
- RECRUITING FRESHMEN
- GETTING ACQUAINTED
- BEING A FRIEND
- MEETING PARENTS, GUARDIANS AND/OR SPOUSES

SUGGESTED ACTIVITIES FOR Mentors

These activities act as a means to better acquaint the Freshman with you and your campus. It is suggested you spend no less than one hour per week, one-on-one, with the student. Additional time may be utilized in groups.

- Church Services
- Movie
- Shopping
- Attend a discipline professional club meeting
- Shadow you for a day
- Listening Session
- Attend a Blazer Game
- Attend School Game
- Attend a Student Union Meeting
- Ride to the coast
- Offer to baby-sit
- Talk about relationship problems
- Academic success (Faculty)
- Have Sunday Breakfast/Dinner
- Bowling
- Skating
- Lunch during the week
- Tutoring Sessions
- Walking
- Visit the Library
- Visit with a Faculty member
- Tennis
- Take a light rail ride
- Plan family outings
- Politics
- Student involvement (Campus and/or Community Life)